

Personnel Procurement

Recruiting Battalion Education Services Specialist Handbook

This UPDATE printing publishes a new USAREC pamphlet.

For the Commander:

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Summary. This pamphlet provides information on the programs and services administered by the professional educator at recruiting battalion level and serves as a reference guide for all recruiting battalion education services specialists.

Applicability. This pamphlet is applicable to all elements of this command.

Impact on New Manning System. This pamphlet does not contain information that affects the New Manning System.

Suggested Improvements. The proponent agency of this pamphlet is the Office of the Director of Recruiting Operations. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended

Changes to Publications and Blank Forms) directly to HQ USAREC (RCRO-TE), Fort Knox, KY 40121-2726.

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Chapter 1

Introduction

1-1. Purpose

The purpose of this pamphlet is:

a. To assist recruiting battalion (Rctg Bn) commanders in understanding the programs and services administered and managed by the professional educator on staff.

b. To help Rctg Bn executive officers (XO) understand the role of the education services specialist (ESS) and to provide guidance for training, assigning tasks, and evaluating performance.

c. To assist in the training of new Rctg Bn ESS and serve as a reference guide for all ESS.

1-2. References

For related publications and blank forms see appendix A.

1-3. Explanation of abbreviations

Abbreviations used in this pamphlet are explained in the glossary.

1-4. Mission

The mission of the ESS is to communicate Army training and education opportunities to the civilian education community and assist the recruiting force by gaining, maintaining, and improving access to the nation's high school and college students.

1-5. Tasks

The mission will be achieved by accomplishing the following tasks using a variety of education programs and services addressed in this pamphlet.

a. Advise the commander on issues of interest and sensitivity in the civilian education community which have an impact on the recruiting effort.

b. Develop school plans and a school penetration strategy using the education programs and services available to expand the market.

c. Train and advise the recruiting field force on current education programs and incentives such as: Montgomery GI Bill (MGIB), Army College Fund (ACF), and Loan Repayment Program (LRP).

d. Assist recruiters in solving problems regarding school access, school relations, and release of directory information.

e. Establish and maintain contacts with local and state policymakers of the civilian education community.

f. Assist in the collection and analysis of school market data.

g. Train and assist recruiters with school Armed Services Vocational Aptitude Battery (ASVAB) testing to include scheduling, pretest publicity, and interpretation of results.

h. Plan and conduct an effective educator/centers of influence (E/COI) tour.

i. Implement coalition building (Planning for Life (PFL) and Stay in School/Stay off Drugs (SIS/SOD)) activities and school partnership initiatives at state and local level.

j. Train recruiters on the procedures and use of the Concurrent Admissions Program (ConAP) as a Delayed Entry Program (DEP) management tool and brief high school counselors and college administrators on its benefits.

k. Ensure that military Rctg Bn personnel are provided and have access to Army Continuing Education System (ACES) programs and services.

l. Conduct on-site visits to schools and verify education programs and documents used to establish education enlistment eligibility.

1-6. Role

The ESS is a professional educator and a primary member of the Rctg Bn commander's staff.

a. The ESS is:

(1) An advisor to the commander on education-related issues.

(2) A resource to be used by the commander in accomplishing the overall recruiting mission.

(3) An action officer with specific duties and responsibilities.

In addition to being an advisor and resource for the commander the role of the ESS varies from day-to-day. The ESS is generally looked upon as a liaison between the recruiting field force and the education community. Many times this involves functioning as a problem solver, negotiator, trainer, counselor, and team player who must be able to answer questions, overcome objections, make decisions, and establish a good working relationship with organizations and individuals at all levels.

b. The ESS' close and continuing interaction with other members of the Rctg Bn staff is essential. The following is a brief overview of how the ESS interacts with key members of the Rctg Bn staff. This is a model, of course, and will vary to some degree based on the guidance of the Rctg Bn commander.

(1) Rctg Bn commander. The Rctg Bn commander establishes priorities and has the primary responsibility for every aspect of Rctg Bn operations and administration. The Rctg Bn commander usually directs the activities of the ESS through the Rctg Bn XO, who is normally the immediate supervisor. Rctg Bn commander expectations of the ESS are: To open doors and improve access and testing in the schools, to identify new recruiting markets and/or markets of opportunity, and to increase Army awareness and visibility by building coalitions with educators and key influencers. The ESS has a right to expect, from the Rctg Bn commander, a clear expression of priorities, timely decisions, and administrative (clerical help), logistical (car), and automation (computer and printer with E-mail and Internet) support necessary to fully accomplish the job. The ESS owes the Rctg Bn commander good data, sound recommendations, and well executed education programs that assist the recruiting force in accomplishing the mission.

(2) Rctg Bn sergeant major (SGM). The Rctg Bn SGM is the senior enlisted advisor to the Rctg Bn commander and an important resource in all matters pertaining to a soldier's professional development and training. He is also the senior recruiter with a strong background in recruiting. Communication between the ESS and the Rctg Bn SGM is essential.

(3) Rctg Bn staff. The ESS must establish and maintain a good working relationship with other members of the staff. The ESS cannot work in isolation. Advertising and public affairs focuses messages at a target audience. Operations is the nerve center and continuously monitors the market. The administration section deals with personnel support and the supply section provides logistics support. Budget handles the funding. All of these activities impact on the role of the ESS. Staff coordination and co-operation is fundamental to success of the overall mission.

(4) Recruiting company (Rctg Co) commander. The Rctg Co commander, usually a captain, commands one of the subdivisions of the Rctg Bn. One of the Rctg Bn commander's key tasks is to keep the recruiting force focused on the school market. The ESS is a resource available to assist the commander in gaining and maintaining access to this primary market. The ESS, for example, may accompany the Rctg Co commander when visiting a postsecondary school to discuss with key educators the Army's education incentives, increased access, and release of directory information.

(5) Recruiting field force. Recruiters put people in the Army; everyone else supports their effort. The ESS functions to assist the recruiters in achieving mission. The ESS should be proactive and innovative in implementing education programs so that they have a positive impact on recruiting. Because the ESS spends a good deal of time out in the schools working with and assisting the field force, every action the ESS takes impacts on recruiting. The real task of the ESS

is to ensure the impact is a positive one.

c. The Rctg Bn ESS and the relationship with Headquarters, United States Army Recruiting Command (HQ USAREC). Of importance is the difference between direct, command supervision as exercised by immediate supervisors and the technical or staff supervision from headquarters. HQ USAREC, Training and Education Division, has a technical relationship with the Rctg Bn ESS. Programs are developed, regulations are written, and resources are allocated at this level. Requests for action and information flow up and down the technical channel. This is normal and usually presents no problem. However, it is not the command channel and significant requests should be forwarded through the respective recruiting brigade (Rctg Bde) ESS.

d. Four ESS are located at the Rctg Co level. These ESS will, in general, follow the information provided in this pamphlet. If special problems arise, contact the Rctg Bde ESS for assistance and advice.

Chapter 2 Training

2-1. Purpose

This chapter provides an overview of the recommended training plan for all new Rctg Bn ESS. The training phases discussed in this chapter are considered mission essential and are designed to produce knowledgeable and professional members of the United States Army Recruiting Command (USAREC) recruiting team.

2-2. Training guidance

The Rctg Bn ESS is expected to be fully informed and understand all of the education and training opportunities. Therefore, as the Rctg Bn commander's subject matter expert, the ESS must be trained to know the total Army offer well enough to discuss it effectively.

2-3. Required entrance training

Rctg Bn commanders must identify and ensure that all required entrance training is conducted.

a. Orientation. This training will be conducted at the Rctg Bn within the first 30 days. The Rctg Bn XO will ensure that the new ESS receives a thorough indoctrination. Areas to be covered:

- (1) Command and organizational structure.
- (2) Operations.
- (3) Personnel and administration.
- (4) Logistics and supply.
- (5) Advertising and public affairs.
- (6) Budget and family support.
- (7) Information management.
- (8) Briefing on prospecting and processing applicants (guidance counselors).
- (9) Site visit to a recruiting station (RS).
- (10) Site visit to a Rctg Co.
- (11) Site visit to a Military Entrance Processing Station (MEPS).

b. Functional. Training will be conducted within the first 90 days. All functional training is the responsibility of the respective Rctg Bde

ESS. It will consist of specific program responsibilities and operational procedures. Areas to be covered:

- (1) Secondary education programs.
 - (a) Organization of the education community.
 - (b) Release of directory information.
 - (c) School access and school relations.
 - (d) Data collection and recruiting market analysis (RMA).
 - (e) Department of Defense (DOD) Student Testing Program.
- (2) Postsecondary education programs.
 - (a) Army education incentives (MGIB, ACF, and LRP).
 - (b) ConAP.
 - (c) Access and college directory information.
 - (d) Data collection for marketing and RMA.
 - (e) Counseling recruiters (ACES).
- (3) Coalition building and school partnership programs.
 - (a) Educator tours.
 - (b) Centers of influence (COI) events.
 - (c) State and national conventions.
 - (d) PFL Program.
 - (e) SIS/SOD Program.
 - (f) School-to-work initiatives.
 - (g) Student mentoring.
- (4) DOD Student Testing Program.
 - (a) Marketing the ASVAB.
 - (b) Scheduling schools and test interpretations.
 - (c) Training recruiters on the benefits of ASVAB.
 - (d) Participation in Interservice Recruitment Committee (IRC) meetings.
 - (e) Maintaining statistics and completing reports.
- (5) Educational credentials.
 - (a) On-site visits to nonpublic schools and adult and alternative schools.
 - (b) Determination of tier status and completion of USAREC Fm 1015 (On-Site Visit and Tier Evaluation Worksheet).
 - (c) Verification of education documents.
 - (d) Development of Rctg Bn established schools directory.
- c. External. This training will be conducted within the first 180 days. The Rctg Bde ESS will coordinate the following activities with the Rctg Bn XO and HQ USAREC, Training and Education Division. This training is designed to increase job knowledge and further develop the individual's understanding of Army recruiting procedures.
 - (1) Visit a neighboring Rctg Bn.
 - (a) Shadow an experienced ESS.
 - (b) Training should take no more than 1 week.
 - (2) Attend the Recruiting Commander's Course at the Recruiting and Retention School, Fort Jackson, SC (5 days).

2-4. Supplemental

Training is designed to ensure that the ESS maintains job proficiency in previously learned skills and gains knowledge of newly developed, modified recruiting programs and procedural changes. Training provided may be in the format

of a seminar or conference and is usually conducted at Rctg Bde or HQ USAREC level.

2-5. Education Services Civilian Career Program

a. Rctg Bn ESS positions are incorporated within the Department of the Army (DA) Education Services Civilian Career Program (ESCCP). This program provides for the recruitment, training, staffing, and professional development of civilian educators to meet the needs of the Army.

b. The ESCCP provides for centralized referral of members of the career program to GS-11 and higher vacancies by Headquarters, Department of the Army. This centralized referral program fills vacancies throughout the Army to include:

- (1) DA education staff positions.
- (2) Major Army command and activity level directors of education.
- (3) Education positions at Army Education Centers (AEC).
- (4) Education positions at MEPS.

c. ESS vacancies should not be recruited-for-fill locally without first requesting a career referral list through the local civilian personnel office (CPO) to Headquarters, United States Total Army Personnel Command. Permission to recruit from local sources needs to be approved by Headquarters, United States Total Army Personnel Command through coordination with HQ USAREC, Training and Education Division.

d. The Activity Career Program Manager for the ESS is located at the respective Rctg Bde headquarters (Rctg Bde ESS). The Activity Career Program Manager should be consulted when questions or problems arise during the hiring action. The Career Program Manager for Career Program 31 (Education) is located at HQ USAREC, Training and Education Division. The Career Program Manager is available to advise the Rctg Bde during the entire process.

2-6. Professional development

a. To support the goals and purposes of the Army-wide ESCCP, the Rctg Bn ESS has some special training needs that must be considered. These professional educators are looked upon as the future sources of Army staffing at higher levels.

b. Each ESS should develop an individual development plan (IDP) in coordination with his or her immediate supervisor. An IDP outlines the training courses necessary to enhance the careerist's performance and better prepare him or her for developmental and promotional reassignment. The IDP should be submitted to the servicing CPO as a part of the annual general performance appraisal system.

c. Readily available training resources include:

- (1) Formal classroom or seminars.
- (a) College courses.
- (b) Office of Personnel Management courses.
- (c) Local CPO courses.
- (2) Independent study.
- (a) U.S. Army correspondence courses.

(b) National Independent Study Center courses.

(c) Defense Activity for Non-Traditional Education Support (DANTES) listed courses.

(3) Membership in and attendance at professional organizations, meetings, and conventions at the local, state, and national level.

Chapter 3

Communicating Army Opportunities

3-1. Purpose

One of the major components of the ESS's mission is to communicate Army training and education opportunities to the civilian education community. This chapter discusses the nature, quality, and diversity of the Army education and training opportunities.

3-2. Policy

The ESS must be trained and is fully expected to understand the various components of Army educational opportunities. He or she is the Rctg Bn commander's subject matter expert in this area. Also, the ESS must know the total Army offer (not just education) to discuss it effectively with the civilian education community. The offer includes a number of components which often change and vary to some degree, however, the following policies remain constant:

a. Recruit with integrity. Army recruiting must be done with professionalism and pride. Producing numbers without regard to ethical standards is contrary to Army values. All members of the command must be aware the real mission is to "man the force" with the highest possible quality soldier, possessing the highest mental, moral, and physical qualifications. Anything less is a disservice to the Army and our country.

b. Recruit competitively. Many organizations, including other military services and postsecondary institutions, are competing for the attention of bright, young high school seniors and graduates. The command's policy is not to criticize other choices available to high school students and graduates. This includes enlistment in another service or college admission. The Army has some unique and very competitive opportunities. These competitive advantages are to be promoted vigorously.

c. Stay in school. USAREC actively supports the DOD stay in school policy and encourages all students to graduate from high school. In fact, USAREC has an SIS/SOD Program whereby recruiters act as mentors and role models to raise the expectations of young people and show them the benefits of staying in school. This program is promoted at both the middle and high school level. Similarly, the Army encourages postsecondary students to complete their education prior to joining the military.

3-3. The nature of the opportunities

a. Education incentives. The Army has a variety of education programs available to young people who qualify for enlistment. The incentives provide money for continuing education and

are designed to enlist individuals who might not otherwise consider the Army as an option. The details, dollar amounts, and nature of these incentives vary from year to year.

b. DEP. This program allows an individual to enlist into the Army in a military occupational specialty (MOS) of choice and delay entry onto active duty for a period up to 365 days. This program is subject to controls, as determined by the Commanding General, USAREC.

c. Guaranteed training. An individual enlisting in the Army (including the DEP) is guaranteed by contract specific training. Any change to the agreement by the Army is a violation of the enlistment contract and the applicant will be allowed to renegotiate the contract or separate. It is the training that is guaranteed and not the duty assignment. It is not possible to promise with certainty that every soldier will always serve in the MOS for which trained.

d. Bonuses. In order to encourage qualified personnel to enlist for skill MOS that are critical or hard to fill, the Army offers cash bonuses in varying amounts. In order to qualify for a bonus, the applicant must enlist for a specified term (usually 3 to 6 years) in a specific skill and must meet other criteria (high school diploma and qualifying test score). Bonus money may be used for any purpose and is normally paid upon completion of training. Only \$5,000 can be paid at one time, with installments paid for any additional portion owed.

e. Two-year option. The Army has a 2-year enlistment option. The 2-year option coupled with the MGIB and ACF constitute a key Army offer for qualifying high school diploma graduates.

f. United States Army Reserve (USAR). USAR options include both cash bonuses and education incentives for selected units and skills. In addition, the USAR offers "split training" which permits a person to enlist in the USAR and attend active duty for training two consecutive summers.

g. Warrant Officer Flight Training. This program offers qualified applicants the opportunity (directly from high school) for appointment as a warrant officer following successful completion of flight training.

h. Commissioning programs. Programs such as: Officer Candidate School, Simultaneous Membership Program, United States Military Academy, Army Nurse Corps, and others provide excellent opportunities to young people. They are a part of the total Army offer and the ESS must have basic familiarity with them.

i. Specialized Training for Army Reserve Readiness. This program will pay up to \$6,000 per academic year, for 2 years, at a nearby civilian school for training in a medical skill as an Army reservist.

j. Health Professions Scholarship Program. This scholarship program will pay for most of the schooling for medical professionals with full tuition, plus a monthly allowance. Upon completion, 4-year scholarship graduates will serve a minimum of 4 years as an Army medical profes-

sional.

3-4. Communicating the opportunities

The Army has great educational benefits and excellent training opportunities in a variety of skills, worthy of consideration by every young person. A goal of the ESS is to ensure that accurate and complete information about the whole range of opportunities are provided to enlistees, parents, and educators.

a. The ESS may determine how best to communicate these opportunities and to which audiences. Visits with key influencers on a professional basis are extremely useful, also, presentations in group settings to COI are effective.

(1) Select the audience. Identify key influencers who accept the validity of the message in order to assist the recruiting effort like counselors, teachers, administrators, principals, and community leaders.

(2) Select the message. A presentation may address a wide range of opportunities or be targeted to specific education programs. The end product will be greater access to students and increased awareness among educators.

(3) Select the medium. Visit a school official. Send a letter. Organize an educator tour. Teach a seminar. Make a presentation.

b. The ESS should be able to measure the effectiveness of the communication and provide input to the Rctg Bn commander. Feedback should also be received from recruiters, Rctg Co commanders, and other staff personnel.

Chapter 4 Gaining Access to the Market

4-1. Purpose

This chapter focuses on the role performed by the professional educator on the Rctg Bn staff that has a major impact on recruiting, that is, assisting the recruiter in gaining access to high school juniors, seniors, and college students. Assistance must be emphasized; the ESS covers hundreds of schools over a large geographic area and needs the help and support of all those involved in the schools program to be successful.

4-2. Access

Total access means that the recruiter has physical access to the school building and receives the information and privileges necessary to effectively communicate with students. Nationally, physical access to schools is not a problem. Based on available school data, less than three percent of all high schools refuse to let Army recruiters into the school. In general, recruiters are welcomed in the high schools, providing that the ground rules established by school officials are not violated. Limited access means that recruiting activities in the school are usually restricted to career days and job fairs. Approximately five percent of the high schools place these limitations on recruiters.

4-3. Dealing with access problems

The ESS will ensure that recruiters are identifying

those schools, both secondary and postsecondary, where access is limited or prohibited. The course of action taken to resolve an access problem will depend upon the nature of the problem. All schools who deny access will be reported through the chain of command to HQ USAREC. In reporting colleges that bar access, documentation must be provided by the Rctg Bn. The groundwork for any resolution requires that the ESS and the field force:

a. Be familiar with the Educator and Recruitment Activities Guidelines for Armed Services Recruiting in the Nation's High Schools. This document outlines reasonable expectations and procedures for establishing and maintaining working relationships with schools and school officials.

b. Be familiar with Federal statutes.

c. Be familiar with individual state laws and regulations governing access.

d. Be familiar with the decision makers and chain of command in high schools, districts, systems, colleges, and state departments of education.

4-4. Directory information

The release of directory information (students' names, addresses, and phone numbers) by the school is an important component of school access. Access to information can be a problem. A recruiter's basic prospecting tool is a list of high school seniors. College lists provide recruiters with a source to work the hi-grad market. Lists must be obtained from authorized sources. The person authorized to release directory information from a given high school will be identified by the high school administrator. Normally, the registrar is the point of contact for the list at colleges. When authorized directory information is not provided by schools, recruiters are required to construct it using school yearbooks or other sources. Nationally, 46 percent of all high schools decline to provide this information. The ESS must be diligent in efforts to obtain the voluntary release of student directory information.

4-5. Dealing with directory information problems

The ESS needs to research list release issues at every level (local, state, and federal). Some states have implemented laws that require schools to release directory information with limitations. The 1995 National Defense Authorization and the Solomon Amendment to the 1996 Omnibus Consolidated Appropriations Act specifies that colleges must provide access to student directory information. The ESS should prepare and train the field force to approach release of directory information within the framework of advantages and legality.

a. USAREC has taken the position that the Family Educational Rights and Privacy Act of 1974 (FERPA) notice requirement should not be applied to the U.S. Government for recruiting purposes. Congress has directed DOD to gather this information and has requested public

schools assist in disclosure. The U.S. Constitution authorized the raising of the Army. As the Federal Government has the authority to conscript individuals when necessary to accomplish that purpose, obviously it has the authority to receive directory information to recruit an Army without notice to parents.

b. When schools insist on following the FERPA notice requirement, stress that actual notice to individual students or their parents is not required. A notice in a student handbook or school bulletin is sufficient. Below is a sample notice that can be used in student handbooks, school bulletins, or newspapers which complies with FERPA:

"The Family Educational Rights and Privacy Act of 1974 (20 USC, Section 1232g) permits high schools, colleges, and universities to identify certain information as "directory information" which may be released to noneducational agencies. Directory information is normally identified as follows: Name, address, telephone number, major field of study, date and place of birth, and previous schools attended. If you do not wish your name be provided, you will need to so state in writing to (designate point of contact)."

c. Other support for release of directory information includes:

(1) On 8 September 1980, Congress included in the Defense Authorization Act (Public Law 96-342), a statement of its sense that secondary institutions should cooperate with the Armed Forces, and it is appropriate for these institutions to release directory information to them.

(2) On 8 September 1982, Congress authorized the Secretary of Defense to collect and maintain, for 3 years, directory information on students 17 years of age and older.

(3) On 8 April 1997, DOD adopted the Solomon Amendment Interim Rule to implement the National Defense Authorization Act of 1995, the National Defense Authorization Act for Fiscal Year 1996, and the Omnibus Consolidated Appropriations Act, 1997, which state that no funds available under appropriations acts for any fiscal year for the Departments of Defense, Transportation, Labor, Health and Human Services, Education and Related Agencies may be provided by contract or grant to a covered school that has a policy or practice that either prohibits, or in effect prevents, the Secretary of Defense from obtaining, for military recruiting purposes, entry to campuses, access to students on campus, access to directory information to students or that has an anti-Reserve Officers' Training Corps policy. The rule implements the law.

4-6. Changing policy

Options in changing a decision or influencing policy are fairly limited. It must be understood that efforts to change policy must be sold to decision makers citing the advantages to them and their students. Actions initiated by the ESS may include but are not limited to the following:

a. Arrange for the Rctg Bn commander to meet with the decision maker to discuss options and request a change.

b. Arrange for a presentation by the ESS, Rctg Co commander, or Rctg Bn commander to key members on the school board.

c. Conduct a COI event or arrange a tour of an Army installation for the educators concerned.

d. Seek support from higher authorities at the state level.

e. Seek assistance as needed from higher headquarters.

f. Coordinate between Rctg Bn commander and the local IRC to determine the degree of the access problem. This enables a DOD approach to a multiservice problem and/or identifies a service unique problem.

Chapter 5 DOD Student Testing Program

5-1. Purpose

ASVAB, the most widely used aptitude test in the country, is offered through the DOD Student Testing Program to interested high schools and other educational institutions. The program serves as a means of sharing extensive experience in aptitude testing and occupational classification, and as a means of stimulating interest in service jobs and training opportunities in the armed services. Within USAREC, the DOD Student Testing Program is designed to:

a. Provide the field recruiter with a source of prequalified leads.

b. Assist recruiters in gaining access to the high school market.

c. Assist high school students and counselors by providing counseling information for use in both civilian and military career exploration.

d. Provide a service to schools that will enhance the credibility of military service as a viable avenue for students to explore.

e. Provide data that is useful to the Services in doing market analysis.

5-2. Scope

The student version of the ASVAB is used to assist high school students in determining aptitudes in several vocational and academic areas and in exploring career options. The ASVAB is administered to schools with all supporting materials at no cost. Testing results are provided to the school, the student, and Armed Forces recruiting personnel.

a. High school counselors use the ASVAB results to counsel students on career exploration. Recruiting services use the test results in their enlistment efforts as a source of leads and to determine qualifications for entry into the service and its technical school training program. Test scores are acceptable for enlistment for 2 years after the test date.

b. Recruiting service personnel will provide school authorities with maximum available information on the value of ASVAB as a career assessment tool. This information will be provided through distribution of materials such as the Counselor's Guide, Military Careers booklet, and

other materials. The ESS is responsible for ordering ASVAB materials to support Rctg Bn level needs through the local MEPS.

5-3. Responsibilities

The Rctg Bn ESS will:

a. Manage and monitor the testing program at Rctg Bn level.

b. Ensure recruiters are trained in all aspects of the program, to include: Marketing the ASVAB, scheduling schools, promoting the test, proctoring, and test interpretation.

c. Coordinate with the other services and MEPS in developing plans and policies and identifying problem areas of the program. Attend IRC and IRC subcommittee meetings.

d. Participate directly in marketing, scheduling, promoting, and interpretation activities in order to increase testing numbers.

e. Maintain statistical data on the program and provide input for reports and RMA.

f. Ensure the Rctg Bn has an adequate supply of promotional material and determine quantities needed for initial distribution.

g. Ensure that school officials and counselors know the benefits of the program and that guidance counselors understand the ASVAB test results and use the career exploration materials.

h. Ensure that RS receive updated ASVAB test schedules throughout the school year to include information on proctor support. (Student to proctor ratio is 40 to 1.)

i. Be knowledgeable of the content and characteristics of the ASVAB, all support materials, and applicable regulations governing the program.

5-4. Activities

The following is a suggested list of activities that should be followed in order to conduct a successful student testing program:

a. June. Set testing goals for the upcoming school year, provide input into the IRC marketing plan, and outline strategies to achieve testing goals in the Rctg Bn school plan.

b. July through August. Conduct recruiter training on marketing, promoting, interpretation of test results, and proctoring of the ASVAB.

c. September through October. Actively market and promote ASVAB testing in the schools. Consider workshops in conjunction with COI events. Continue to schedule Army assigned schools.

d. October through November. Peak months for ASVAB testing. Refresh recruiters on importance of ASVAB promotion in the schools and the importance of meeting proctor commitments. Ensure recruiters get timely feedback on results of the test. Coordinate with the MEPS to receive monthly reports on testing.

e. November through December. Followup with schools on interpretation of ASVAB results. Ensure that schools are provided materials (i.e., Workbook and Military Careers booklet) for use with test results to assist in test interpretation.

f. January through March. Schedule schools for testing of juniors and sophomores. Open season on schools not scheduled yet by the other services.

g. April through May. Begin scheduling Army assigned schools for the next school year. Order ASVAB promotional materials.

5-5. Resources

The following resources are available to assist in managing the student testing program.

a. Recruiters are responsible for marketing the ASVAB, scheduling schools, promoting the test, proctoring, and followup activities. The ESS manages the program and provides training, guidance, and assistance to the recruiter as needed.

b. MEPS ESS and ASVAB test coordinators. MEPS ESS can assist in marketing the test, training recruiters and school counselors, and in interpreting test results. Coordinators assist in scheduling the test and returning the test results to schools. MEPS personnel are responsible for the actual administration of the ASVAB.

c. The ASVAB Program Manager, Education Branch, Recruiting Operations Directorate, is available to answer questions, assist in problem areas, and make presentations, as needed.

Chapter 6

Education Programs and Coalition Building

6-1. Purpose

This chapter reviews the education programs and coalition building activities which are normally a key responsibility of the Rctg Bn ESS. They are:

- a. ConAP.
- b. E/COI tours.
- c. PFL.
- d. School partnerships.

6-2. ConAP

ConAP is a joint program of USAREC, Service-members Opportunity Colleges, and over 1,300 participating colleges to admit new soldiers to college concurrent with their enlistment.

a. Concept. Recruiters help new soldiers apply for admission to ConAP colleges in their home areas. If the soldiers are accepted for admission, enrollment in college classes is deferred for up to 2 years after discharge for active duty soldiers, or after completing initial active duty for training for USAR soldiers. When ConAP students enter college, they are subject to degree requirements published in the college's catalog at the time of enrollment for class.

b. Goals. ConAP has two major goals. They are:

- (1) Increase college enrollment of Army veterans with MGB and ACF education benefits.
- (2) Increase enlistment into the Army of college capable men and women who are postponing college for financial or other reasons.

c. Benefits.

- (1) Enlistee. Gains admission to college with enrollment for classes deferred, establishes a

"home college" that accepts transfer credits and recognizes military learning experiences, creates a plan to go to college, and uses MGB education benefits after service, facilitates transition from soldier to student, and completes the application process.

(2) Recruiter. Develops leads among young men and women interested in continuing their education after military service, increases support from parents and high school counselors, establishes mutually beneficial contact between recruiter and college, and is an effective DEP management tool.

(3) High school. Enables more graduates to go to college and have access to MGB education benefits.

(4) College. Identifies future students with funds for education, completes application process, establishes "home college," bonds soldier to college, produces older, disciplined students with skills and experiences to share.

d. Duties and responsibilities on how to implement the program are outlined in USAREC Reg 621-2.

6-3. E/COI tours

E/COI tours are trips, sponsored by the Rctg Bn, to an Army installation. Tours are designed to be professionally enriching experiences for key influencers and not rewards for cooperation with recruiters. All tours will be conducted in a businesslike manner. Tours are Rctg Bn resources that must focus on those areas that need special attention. Individuals should be invited from schools and school districts where the Army needs to gain access, directory information, or ASVAB administration.

a. Purpose. The purpose of the E/COI Tour Program is to support the recruiting force by improving recruiter access to the primary and secondary markets (i.e., high schools, colleges, and nursing schools). The main objective is to improve the potential to produce Grad I-III A accessions.

b. Participants. Individuals who can help develop a better image of the Army, influence young men and women to enlist in the Regular Army or USAR, or refer names of leads to Army recruiters. E/COI are primarily educators, but they may include civic or business leaders, members of professional groups, news media representatives, convention officials, or other key influencers.

c. Project officer. The ESS serves as the Rctg Bn project officer and in a dual role as escort for the Rctg Bn sponsored E/COI tour. The ESS is responsible for the timely accomplishment of all phases of the tour program, to include: The planning, administrative, logistical, and followup requirements. These phases, to include duties and responsibilities, are outlined in detail in USAREC Reg 601-81.

6-4. PFL

PFL is a national recognition program sponsored by USAREC and administered by the National Consortium of State Career Guidance Supervi-

sors which spotlights exemplary career planning programs for students in grades six through fourteen.

a. Purpose. The PFL is designed to promote public awareness of the need for programs to support young people in planning their future. PFL awards are given annually at the state and national level to recognize successful career planning in schools, institutions, and agencies. The program emphasizes the need to build partnerships among schools, families, employers, communities, and the military.

b. Process.

(1) Rctg Bn ESS receive program guidebooks and PFL application packets.

(2) Recruiters deliver PFL materials to their assigned high schools.

(3) Schools are encouraged to submit application packets to the state guidance supervisor for review.

(4) The state convenes a review panel to judge applications. The review panel may consist of individuals representing school, family, business, and community.

(5) Panelists judge the applicants by rating the written program description against nationally developed career planning program criteria.

(6) State winners are then forwarded for consideration at the national level.

(7) State winners receive a plaque from USAREC. Others receive certificates.

(8) Awards are presented at a state conference (Rctg Bn sponsored COI event).

(9) National winners are presented a trophy by the Commanding General at a national education conference.

6-5. School partnerships

School partnerships are a collaborative effort on the part of schools, communities, business leaders, and the military to develop mutually agreed upon goals in order to improve the education of America's youth. Through these partnerships, recruiters can assist schools with various programs that enhance the learning process for all. Partnership activities include:

a. Mentoring. Role models, who can set examples, share life experiences, and help students make tough decisions.

b. Coaching. Training young people in an athletic setting that requires a student to set goals based on measurable objectives.

c. Tutoring. Providing additional, special, or remedial instruction to students adding an additional resource to the faculty and staff at no cost.

d. Promotion of SIS/SOD. A structured program prepared by DA that is a candid frank discussion of the decisions facing young Americans.

e. Class presentations. Recruiters can share their career and life experiences with educators and students.

Chapter 7

Recruiter Training

7-1. Purpose

This chapter discusses the ESS's role in training recruiting personnel assigned to the Rctg Bn. The Rctg Bn commander will determine to what extent the ESS is involved in training. Effective involvement will depend upon careful planning, coordination, rapport, and interaction with the master trainer (MT).

7-2. ESS support of the training mission

a. At the discretion of the Rctg Bn commander, the ESS's involvement in the recruiter training mission may be viewed on two levels.

(1) As a direct participant in the field training functions and events, providing specialized expertise that can best be expressed by the ESS.

(2) As a direct resource for the MT, providing knowledge of programs in which the ESS has responsibilities and expertise. Program or product knowledge can be provided by the MT without direct ESS participation in the training session.

b. Many variables can effect the ESS's direct participation in field training including the time constraints, training needs, and the type of training function or event. However, when certain topics are to be presented, as required by the Rctg Bn commander, it is essential that the ESS be included in the training schedule. The following topics fall into this category:

- (1) DOD Student Testing Program.
- (2) E/COI tours.
- (3) ConAP.
- (4) Education enlistment eligibility.
- (5) PFL.

c. The following topics, although pertinent to the ESS's role, could be presented by the MT with adequate support from the ESS.

- (1) MGIB.
- (2) ACF.
- (3) LRP.
- (4) ACES.

d. Training of recruiting personnel by the ESS should take place during:

- (1) Inprocessing of new recruiters.
- (2) Assistance visits to RS.
- (3) Rctg Co quarterly training.
- (4) Rctg Bn annual training.

Chapter 8 ACES

8-1. Purpose

This chapter outlines the role of the ESS with regard to ACES and reviews the in-service education programs available to recruiting personnel. It is the responsibility of the ESS to ensure that ACES opportunities are available to all recruiters within the Rctg Bn area.

8-2. Administration

Every Rctg Bn has at least one servicing installation AEC with an education services officer (ESO) responsible for providing the full range of ACES services and programs to meet the needs of the soldier assigned to the Rctg Bn. In order to effectively administer ADCES programs and services, it is incumbent upon the Rctg Bn ESS

to:

a. Establish and maintain ongoing liaison with the servicing ESO.

b. Assess and identify the educational needs of recruiting personnel.

c. Develop an educational brochure listing the points of contact, services, and programs of the responsible AEC.

d. Ensure that ACES programs relative to command requirements are included in master training schedules in accordance with AR 350-17.

8-3. Programs and services

At the very minimum, the ESS should ensure that the following ACES programs and services are provided to Rctg Bn military personnel.

a. Counseling. ACES counseling is a prerequisite to enrollment in ACES programs. During a soldier's inprocessing, the ESS should review the individual's goals for educational development. Through agreement and coordination with the nearest ESO, recruiting personnel should be referred to AEC counselors for further educational and career counseling.

b. Tuition assistance (TA). The ESS must be familiar with the provisions of AR 621-5 regarding use of TA. To ensure that TA is available to soldiers assigned to the Rctg Bn, it is the ESS's responsibility to establish procedures for requesting TA through the servicing ESO. It is also important the ESS review requests for TA and perform quality control prior to submission to the servicing ESO.

c. Testing. AR 621-5 governs policy for testing through DANTES. It is not recommended that the ESS establish a fully stocked DANTES test site at the Rctg Bn because of administrative requirements. However, setting up a nonstocking test site or coordination with other established DANTES test sites can result in provisions for the testing service required. For example, group testing can be planned at a location within the Rctg Bn with ACES testing personnel or recruiters can take advantage of the flexible testing arrangements at the nearest AEC.

d. Degree-completion programs. The ESS should utilize all resources available to assist recruiting personnel in pursuit of a degree-completion goal.

(1) Be familiar with external degree programs for those who have little time to attend resident college programs. Be familiar with program requirements and application procedures. Literature and application materials should be maintained at Rctg Bn for quick distribution to interested soldiers.

(2) Be familiar with DANTES Independent Study Program and ensure that TA for correspondence courses is available through the servicing ESO.

(3) Be familiar with the Servicemembers Opportunity Colleges and Servicemembers Opportunity Colleges Army Degree Program.

(4) Publish information regarding evening off-duty programs available at local Army and other service education centers. Ensure that TA is

available through the servicing ESO.

(5) Be familiar with the American Council on Education Guide to the Educational Experiences in the Armed Services. Assist in the completion of Army/American Council on Education Registry Transcript requests and DD Form 295 (Application for Evaluation of Educational Experiences During Military Service), for soldiers seeking academic credit for military training and experience.

(6) Be familiar with the Veterans Administration entitlements and maintain liaison with the Veterans Administration concerning procedures for requesting benefits.

Appendix A References

Section I Related Publications

AR 350-17

Noncommissioned Officer Development Program.

AR 601-210

Regular Army and Army Reserve Enlistment Program.

AR 601-222

Armed Services Military Personnel Accession Testing Programs.

AR 621-5

Army Continuing Education System (ACES).

USAREC Reg 1-18

Management of Centers of Influence Events.

USAREC Reg 350-6

Recruiter Production Management System.

USAREC Reg 350-7

Recruiting Station Production Management System.

USAREC Reg 350-9

Recruiting Company Production Management System.

USAREC Reg 350-10

Recruiting Battalion Production Management System.

USAREC Reg 601-59

Department of Defense Student Testing Program.

USAREC Reg 601-81

Educator/Centers of Influence Tour Program.

USAREC Reg 601-87

Recruiting Market Analysis.

USAREC Reg 601-101

Education Enlistment Credentials.

USAREC Reg 601-104

Postsecondary Schools Recruiting Program.

USAREC Reg 621-1

Montgomery GI Bill, Army College Fund, and Loan Repayment Program.

USAREC Reg 621-2

Concurrent Admissions Program.

USAREC Pam 350-6

Reserve Officers' Training Corps Programs and Scholarships.

Section II Related Forms

DD Form 295

Application for Evaluation of Educational Experiences During Military Service.

USAREC Fm 1015

On-Site Visit and Tier Evaluation Worksheet.

Glossary

ACES

Army Continuing Education System

ACF

Army College Fund

AEC

Army Education Center

ASVAB

Armed Services Vocational Aptitude Battery

COI

centers of influence

ConAP

Concurrent Admissions Program

CPO

civilian personnel office

DA

Department of the Army

DANTES

Defense Activity for Non-Traditional Education Support

DEP

Delayed Entry Program

DOD

Department of Defense

E/COI

educator/centers of influence

ESCCP

Education Services Civilian Career Program

ESO

education services officer

ESS

education services specialist

FERPA

Family Educational Rights and Privacy Act

HQ USAREC

Headquarters, United States Army Recruiting Command

IDP

individual development plan

IRC

Interservice Recruitment Committee

LRP

Loan Repayment Program

MEPS

Military Entrance Processing Station

MGIB

Montgomery GI Bill

MOS

military occupational specialty

MT

master trainer

PFL

Planning for Life

Rctg Bde

recruiting brigade

Rctg Bn

recruiting battalion

Rctg Co

recruiting company

RMA

recruiting market analysis

RS

recruiting station

SGM

sergeant major

SIS/SOD

Stay in School/Stay off Drugs

TA

tuition assistance

USAR

United States Army Reserve

USAREC

United States Army Recruiting Command

XO

executive officer